

Year 4: Summer Term 2025

Under the Canopy

Dear Parents/Carers,

Welcome back! I hope you all had a good, restful Easter break. I'm excited to announce our summer term topic: Under the Canopy! This is a Geography-based topic, largely focusing on the Amazon Rainforest and South America.

In English, we will begin by reading the book 'Jemmy Button' by Alix Barzelay. This book is set on the island of Tierra del Fuego and follows the journey of a young boy who travels to Victorian England. This book will inspire a range of fiction and nonfiction writing, including poems, a persuasive letter and a narrative. Next, a trip to the London Zoo will allow the children to learn about rainforest animals and help them to write a fact file on their chosen animal. After half term, we will read 'The Great Kapok Tree' by Lynne Cherry and write a persuasive piece around rainforest conservation. Finally, we will complete a unit on the book 'The Explorer' by Katherine Rundell, which I will read to the children throughout the term.

In Maths, we will be working on decimals, money, time, shape, statistics and position and direction.

In Geography, we will learn all about South America, starting with a general focus on countries, capital cities and flags and moving on to some more focused work around the Amazon Rainforest. We will visit Kew Gardens to find out more about rainforest plants and complete some botanical sketches.

In History, we will explore the Inca Empire, learning about who the Incas were, what they wore, their beliefs and where they lived. This will inspire various art and DT lessons.

In Science, we will complete our unit on Electricity and then move on to study two units which link in with our topic: 1) Living things and their habitats and 2) Animals, including humans.

In RE, we will continue to explore our big question: 'What is important to people in my local community?' We will be looking at marriage, religion and worldwide views in our neighbourhood.

In PSHE, we will explore basic first aid, the risks and effects of alcohol, drugs and tobacco and how our bodies grow and change during puberty.

In French, we will continue to look at classroom objects and time.

In Art, we will explore rainforest plants and animals using different techniques, including pastels, chalks and paint. In DT, we will make tiles, masks and our own poison dart frogs out of felt. Then, finally, we will end the term by cooking some South American recipes.

PE this term will be on **Mondays** with Coach Keeley. We will also have football sessions with Arsenal coaches on **Wednesday**. The children will need to make sure they are wearing trainers and comfortable clothes. As the weather gets nicer, PE may take place outside, so it's especially important for the children to have correct footwear.

The children will continue trumpet and trombone lessons with Rod on **Thursday**, so please remind them to practice at home and bring in their instruments on those days.

It's essential your child has a labelled water bottle for school to allow them to get drinks during the day, especially as the weather gets warmer.

There's a small change to the Year 4 support team this term. Anna and Maddie will continue to support the class each morning. In the afternoons, Fiza will be with the class every day, Bonnie will join on Mondays, Wednesdays, and Fridays, and Mimosa will support the class on Tuesdays and Thursdays afternoons. Also, please note that Kate will be teaching Year 4 all day on Thursdays.

Important dates for Year 4 this term:

13th May – The Orangery Vertical Farm (half day)

20th May – London Zoo

26th to 30th May – Half Term

13th June – Class Assembly

18th June – Cricket Festival on Hamstead Heath

23rd to 27th June – STEAM Week

4th July – Kew Gardens

18th July – Sports Day

I will send trip letters out with more details nearer the time. I will also attach a trip signup sheet. If you are able to come along and help out on any of the dates, please write your name on the sheet. Thank you to all the parents who helped us with our trips and visits last term, it's much appreciated! If you are able, please make sure your child brings in their voluntary contribution of **£2** for each trip.

Home learning is continuing as it was last term. An optional Reading/Writing activity will be set on Google Classroom **every week, on a Friday**. The following tasks are compulsory: TTRS, Mathletics, reading journals and spelling. Times Tables Rockstars and Mathletics will be updated with new work to complete **every week, on a Friday**. It is expected that your child reads for around 15 minutes a day. Children must bring their reading journals **every day** with a signature from a grown-up. Please support your child in completing these tasks. Thank you for the support you've given home learning so far; it really helps your child make progress.

The national times table test is fast approaching, so please ensure that your child is practising their times tables **every day** so that they are confident with their times tables up to 12 x 12.

Similar to previous terms, children will receive weekly spelling lists to work through. These lists will be available on Google Classroom. It is important that your child practices their

spellings regularly and understands the meaning of each word in context so that they can progress through the lists. We will have spelling quizzes **every Friday** before moving on to the next list.

Spelling list for the Spring Term:

Summer 1

basically frantically dramatically magically musically poetically tactically tragically historically sarcastically	forgetting forgotten beginning beginner prefer preferred occurred occurring forbidden committed	limited muttered gardening answering glittered developed listening covered visited entered	travelling signalling admitting transferring cancelled controlled labelling equalled counselled fulfilled
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Summer 2

affect/ effect ball/ bawl heal/heel mail/ male main/ mane	scene/ seen weather/ whether who's/ whose beech/ beach bored/ board	waist/ waste knight/ night write/ right flower/ flour way/ weigh	hire/ higher hour/ our knew/ new scent/ sent hair/ hare
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If you have anything at home that relates to our topic, do feel free to bring it in!

If you would like to discuss anything with me, please do not hesitate to contact me at school or to grab me for an informal chat after school. Thank you for your ongoing support.

Best wishes,

Abida Ismail Tanjum

Ways you can help your child at home:

Maths

1) Please continue to help your child with their times tables. The children should be fluent in all their times tables and division facts by the time they leave Year 4. Encourage them to go on Times Table Rockstars regularly and test them on the times table they are working on.

2) Counting games – practise counting in varying steps (e.g. fives, tens or hundreds) from any given three or four-digit number. Bridging tens can be tricky for children (e.g. 89, 99, 109...), so that's a good area to focus on. In Year 4, children are expected to be able to write and read 4-digit numbers.

3) Please continue to support your child learning how to tell the time using both analogue and digital clocks. Start by looking at o'clock and half past, then work on quarter to and

quarter past and next focus on filling in the other times. You could also look at reading 24-hour times.

Literacy

1) Your child should also be confident spelling the first hundred high-frequency words (a list of these can be found online at <http://www.highfrequencywords.org/first-100-high-frequency-word-lists.html> or we can print you one if needed). If you notice your child misspelling any of these, then please practise them. Additionally, if you notice any words in your child's reading diary or home learning that they are frequently misspelling, please feel free to practise these also.

2) Please continue to read with your child **every night** for **at least 15 minutes**.

3) Encourage writing wherever possible. Emails, shopping lists, diaries, postcards and comics are all fun ideas. Whilst keeping it fun, please encourage your child to write in clear sentences with capital letters, full stops and conjunctions such as with, but, so, while to link ideas together and stretch out sentences. We have been working on enriching sentences by looking at, for example, varied verb and adjective choices, adding adverbs and changing pronouns. Children should be familiar with recognising verbs, adjectives, nouns and adverbs, but it can be helpful to reinforce this learning by looking for examples as you read or write together.